



# The Science & Art of Teaching with Decodable Texts

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Schoolwide, Inc.

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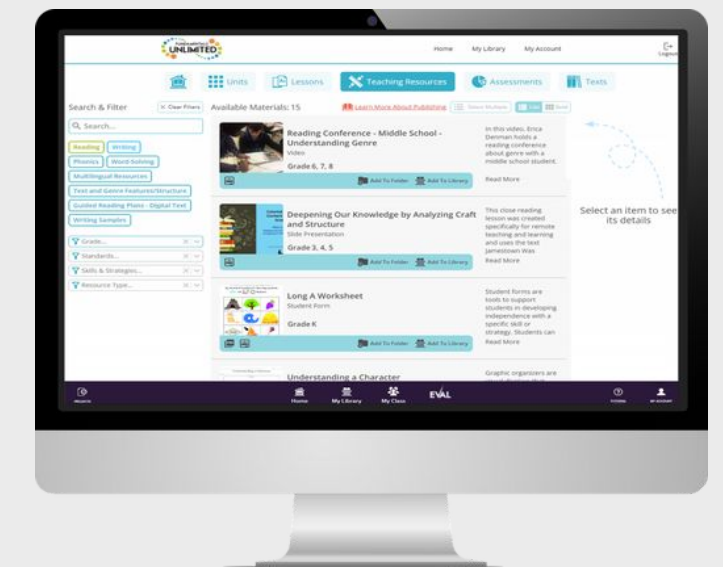
# About Schoolwide

**Our mission is to enrich students' learning by increasing the tools teachers can use to teach effectively**

## Resources & Curriculum

- Foundational Skills
- Decodable Texts & Teaching Plans
- Reading Fundamentals
- Writing Fundamentals
- Fundamentals of Grammar & Conventions
- Content Literacy Units of Study
- Classroom Libraries & Curated Books Collections
- Digital Platform: FundU

**Professional Learning:** collaborative, long-term partnerships



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# Our Agenda

**01** Introduction: Meet & Greet

**02** Becoming Skilled Readers

**03** “The Science”: A Sequential Path from Simple to Complex

**04** “The Art”: Decodable Texts and Small Group Instruction

**05** Teaching & Reinforcing Reading Skills with Decodable Texts



# Simple View of Reading

$$\text{Decoding} \times \text{Language Comprehension} = \text{Reading Comprehension}$$

*Gough & Tunmer, 1986; Hoover and Gough, 1986*

# SCARBOROUGH'S READING ROPE

## LANGUAGE COMPREHENSION

**BACKGROUND KNOWLEDGE**  
(facts, concepts, etc.)

**VOCABULARY**  
(breadth, precision, links, etc.)

**LANGUAGE STRUCTURE**  
(syntax, semantics, etc.)

**VERBAL REASONING**  
(inference, metaphor, etc.)

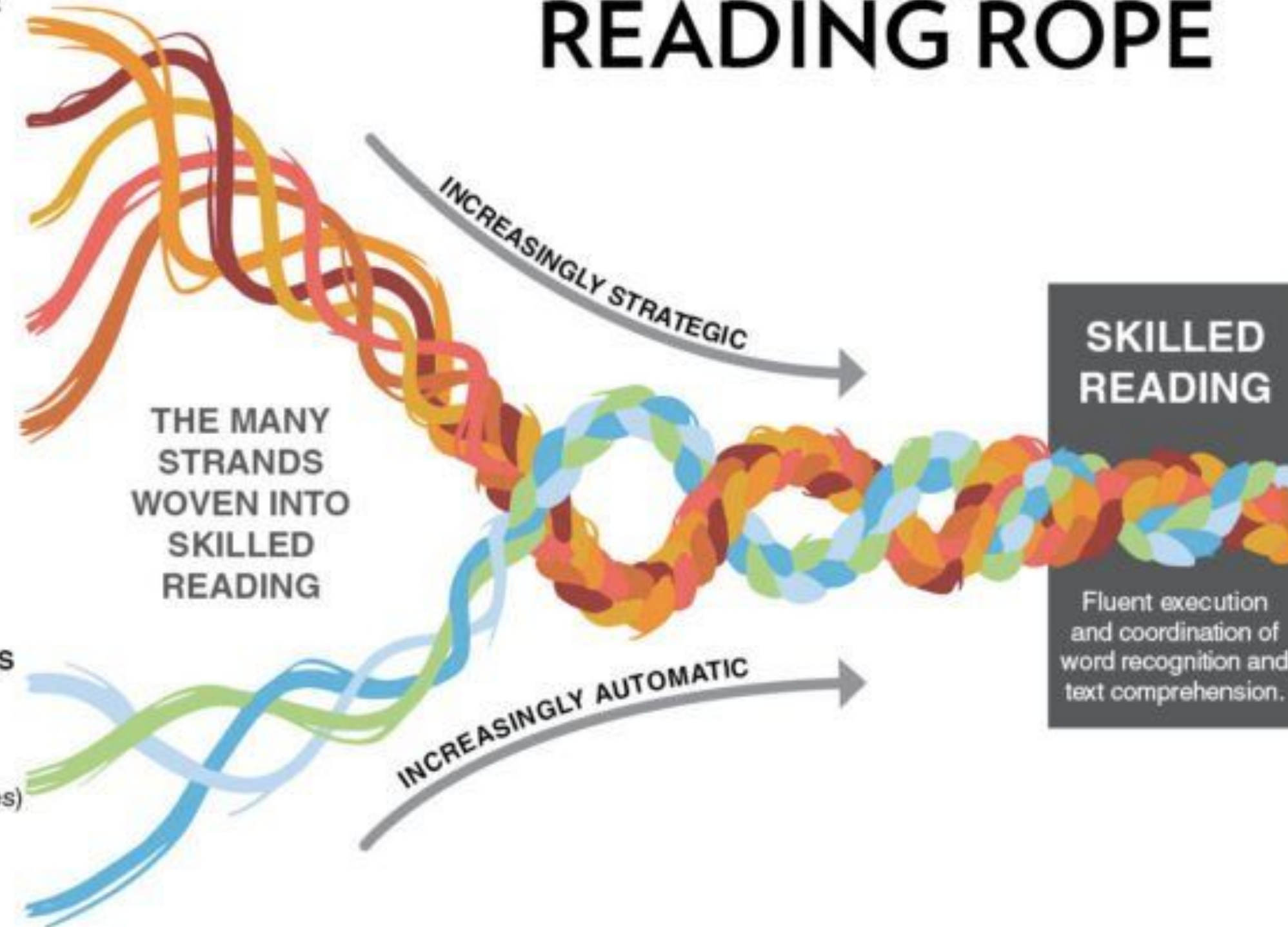
**LITERACY KNOWLEDGE**  
(print concepts, genres, etc.)

## WORD RECOGNITION

**PHONOLOGICAL AWARENESS**  
(syllables, phonemes, etc.)

**DECODING**  
(alphabetic principle,  
spelling–sound correspondences)

**SIGHT RECOGNITION**  
(of familiar words)





A row of six wooden blocks, each with a black letter, spelling out the word "DECODE". The blocks are arranged horizontally and are the central focus of the image. The background consists of a grid of many other wooden blocks, each with a different letter, creating a textured, letter-filled background.

**DECODE**

**The Science of Teaching with  
Decodable Texts**



What are

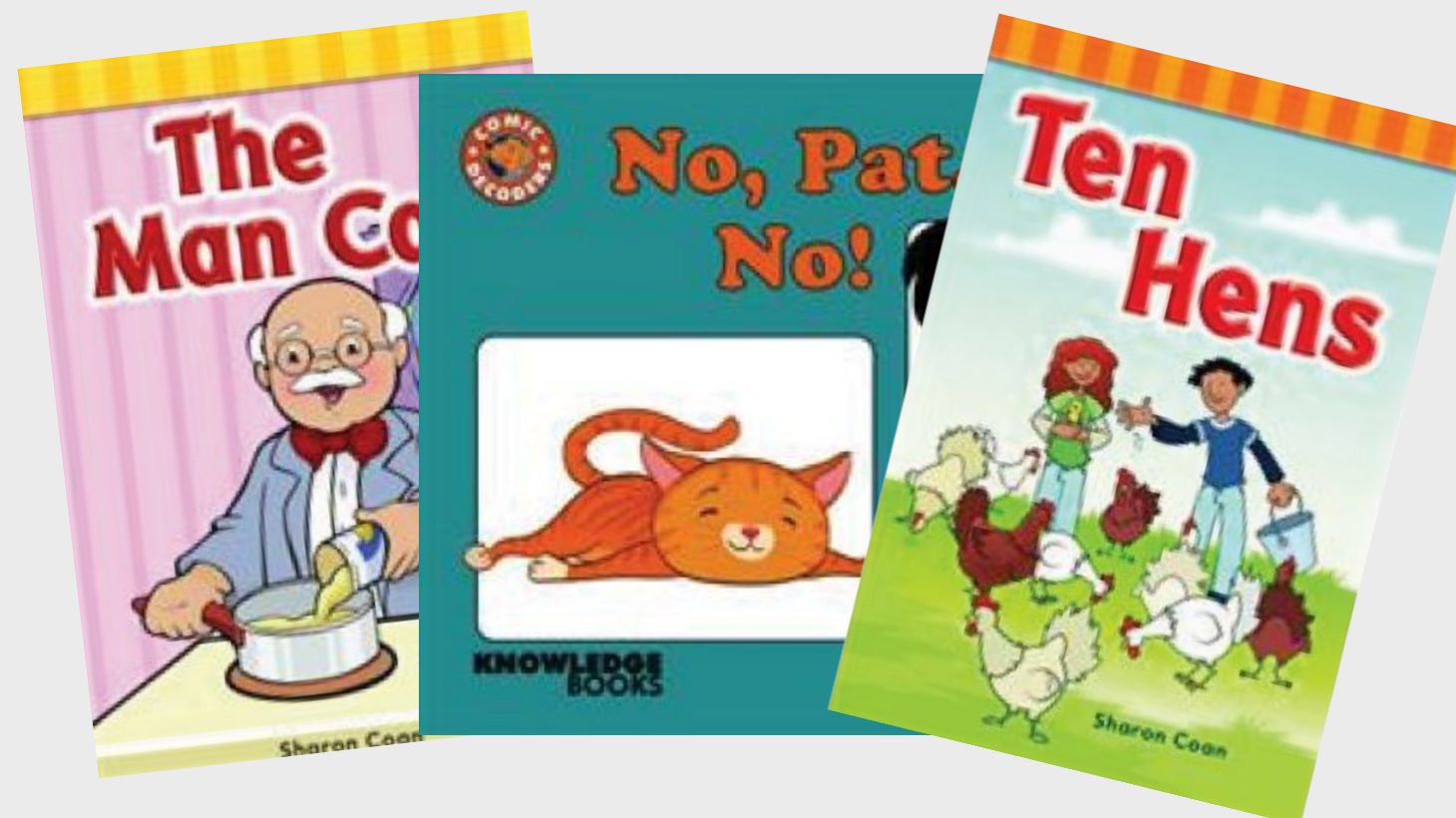
# Decodable Texts?

Texts in which the **vocabulary has been controlled** based on the phonics skills taught up to that point in the **instructional scope and sequence**, with an emphasis on the **new target skill**. The majority of the words in a decodable text are regularly spelled and can be sounded out based on the **sound-spelling correspondences** children have learned.





## Why Decodable Texts?



Gives students the opportunity to apply the phonics skills they learn to real reading experiences



Close connection between what students learn in phonics and what they read - builds a strong foundation of word reading and world solving



# Early Literacy Phonics Instruction must include:



**Phonemic Awareness** (instruction focusing on hearing sounds in words: isolating, blending, segmenting, and manipulating sounds in words)

**Alphabet recognition and Alphabetic principle** (letters are spoken words written down)



A **Scope and Sequence** that moves from simple to complex and builds upon previous teaching



**Word-Learning Routines** for automatic recall of high-frequency words (most common words in English language). Some of these words are regularly spelled, like the words *can* or *with* and some are irregularly spelled like the words *you* or *have*.

# From Simple to Complex

Letter-sound correspondences: Matching letter-sounds with letter symbols (consonants and short vowel sounds)



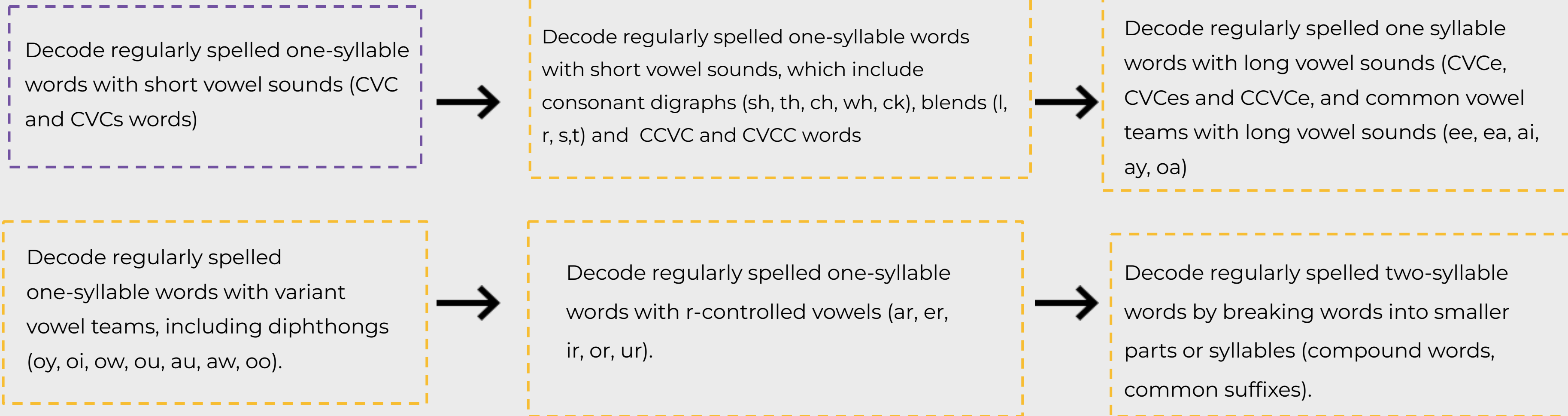
Decode regularly spelled one-syllable words with short vowel sounds (VC, CV, CVC, and CVCs words)

**Grade K Skills**

Standards Based & Research Aligned



# From Simple to Complex



## Grade 1 Skills

Standards Based & Research Aligned

# From Simple to Complex

Mixed Practice: Decode short, long, r-controlled, and variant vowels when reading regularly spelled one- and two-syllable words, including words with common suffixes



Decode regularly spelled multisyllabic words, by breaking words into smaller parts or syllables (syllable types and known parts, compound words, prefixes and suffixes).

## Grade 2 Skills

Standards Based & Research Aligned



# Early Literacy Phonics Instruction must include:



**Word Awareness Activities** - students study word parts and discuss how words work: word sorts, word building, word ladders



**Writing/Dictation** - encoding/spelling, transfer phonics skills to written words



**Opportunities** to blend sounds to read words, make the leap to accurate word reading



“

**It's in the application where the learning sticks.**

*Wiley Blevins*



A close-up photograph of wooden blocks spelling the word "DECODE". The blocks are arranged in a single row, with each letter on a separate block. The background is a grid of many other wooden blocks, each with a different letter or symbol, creating a textured, letter-rich environment. The lighting is soft, highlighting the natural wood grain of the blocks.

**DECODE**

**The Art of Teaching with**

**Decodable Texts**



# How do we select Decodable Texts?



## Instructive

The majority of words must be decodable based on the sound spellings taught.

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## Comprehensible

The text must make sense.

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## Engaging

Connected text must be engaging enough for students to want to read again.

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# When are we using Decodable Texts?



Small Group Instruction



Independent/Partner Practice



# Why Small Group Instruction?



Support students to ensure every child has access to reading real texts



Observe students' strengths and needs and provide responsive instruction (if...then..)



Provide scaffolds which set students up for success (I can do it!)



Little Blossom Stories

# Peg and Meg



By Cecilia Minden



## Grade K: CVC(s) Words

What letter-sound correspondences or patterns will students need to know to decode this book?



What high-frequency words will students need to know by sight?

What words may be challenging for students to decode or recognize by sight?



2 Meg and Peg are pals.



3 Meg and Peg can hop.



4 Meg can hop.



5 Peg can hop.



## Grade K: CVC(s) Words

What letter-sound correspondences or patterns will students need to know to decode this book?



What high-frequency words will students need to know by sight?

What words may be challenging for students to decode or recognize by sight?



6 Meg and Peg run and hop.



Meg and Peg have fun.

7



8


Meg falls.

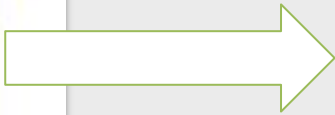


Peg runs to Meg.

9



| DECODABLE TEXT  | FOCUS PHONICS SKILL  |
|---|--|
|  <p><i>Peg and Meg</i></p> | <p><b>CVC Words</b></p> <p>Decode regularly spelled one-syllable words with CVC (consonant-vowel-consonant) and VC spelling patterns, including adding the suffix -s (CVCs) to either plurals or to verbs to show present tense.</p> |



**Focus Phonics Skills**

Points out the standards-aligned phonics skill reinforced in the text as students decode targeted words.

| Text Characteristics   |                       | Text Challenges        |  |                      |                             |                       |  |     |     |     |     |     |     |     |    |     |     |  |      |  |      |    |  |      |    |  |      |  |   |
|--|-----------------------|------------------------|--|----------------------|-----------------------------|-----------------------|--|-----|-----|-----|-----|-----|-----|-----|----|-----|-----|--|------|--|------|----|--|------|----|--|------|--|---|
| <p><b>Decodable and High-Frequency Words</b></p> <table border="1"> <thead> <tr> <th colspan="2">Target Decodable Words</th> <th>High-Frequency Words</th> </tr> <tr> <th>CVC and VC Spelling Pattern</th> <th>CVCs Spelling Pattern</th> <th></th> </tr> </thead> <tbody> <tr> <td>Peg</td> <td>run</td> <td>and</td> </tr> <tr> <td>Meg</td> <td>fun</td> <td>are</td> </tr> <tr> <td>can</td> <td>up</td> <td>can</td> </tr> <tr> <td>hop</td> <td></td> <td>have</td> </tr> <tr> <td></td> <td>pals</td> <td>to</td> </tr> <tr> <td></td> <td>runs</td> <td>up</td> </tr> <tr> <td></td> <td>gets</td> <td></td> </tr> </tbody> </table> |                       | Target Decodable Words |  | High-Frequency Words | CVC and VC Spelling Pattern | CVCs Spelling Pattern |  | Peg | run | and | Meg | fun | are | can | up | can | hop |  | have |  | pals | to |  | runs | up |  | gets |  | <p>This text includes several high-frequency words. Some of these words your students may not yet know by sight.</p> <p>The text includes the word <b>falls</b>, which requires more advanced decoding skills than typically taught in kindergarten (recognition of ending rime or glued sound -all).</p> <p>Some students may not understand the meaning of the academic word <b>pals</b>.</p> |
| Target Decodable Words   |                       | High-Frequency Words   |  |                      |                             |                       |  |     |     |     |     |     |     |     |    |     |     |  |      |  |      |    |  |      |    |  |      |  |   |
| CVC and VC Spelling Pattern  | CVCs Spelling Pattern |                        |  |                      |                             |                       |  |     |     |     |     |     |     |     |    |     |     |  |      |  |      |    |  |      |    |  |      |  |   |
| Peg  | run                   | and                    |  |                      |                             |                       |  |     |     |     |     |     |     |     |    |     |     |  |      |  |      |    |  |      |    |  |      |  |   |
| Meg  | fun                   | are                    |  |                      |                             |                       |  |     |     |     |     |     |     |     |    |     |     |  |      |  |      |    |  |      |    |  |      |  |   |
| can  | up                    | can                    |  |                      |                             |                       |  |     |     |     |     |     |     |     |    |     |     |  |      |  |      |    |  |      |    |  |      |  |   |
| hop  |                       | have                   |  |                      |                             |                       |  |     |     |     |     |     |     |     |    |     |     |  |      |  |      |    |  |      |    |  |      |  |   |
|  | pals                  | to                     |  |                      |                             |                       |  |     |     |     |     |     |     |     |    |     |     |  |      |  |      |    |  |      |    |  |      |  |   |
|  | runs                  | up                     |  |                      |                             |                       |  |     |     |     |     |     |     |     |    |     |     |  |      |  |      |    |  |      |    |  |      |  |   |
|  | gets                  |                        |  |                      |                             |                       |  |     |     |     |     |     |     |     |    |     |     |  |      |  |      |    |  |      |    |  |      |  |   |



**Text Characteristics**

*Target Decodable Words:*  
Lists target decodable words found in the text which follow regular letter-sound spelling patterns, and which students should be able to decode based on previously taught skills

*High-Frequency Words:*  
Lists common, grade-appropriate high-frequency words found in the text that students should recognize by sight.

**Text Challenges**

Points out high-frequency words that may prove challenging for students to recognize by sight, as well as words which may cause readers some difficulty decoding or making meaning.

**PRIOR TO THE READ**

**Book Introduction**

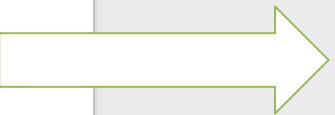
Today we are going to read the text *Peg and Meg*. Peg and Meg are the two main characters that we see on the cover. Read the title with me and point under each word as we read: *Peg and Meg*.

Look closely at the words in the title. I notice the first word has a CVC (or consonant-vowel-consonant) letter pattern, P-e-g. This tells me that the e will make a short vowel sound. Listen as I blend the sounds to read the word, /P/ /e/ /g/ → **Peg**. Did you hear the short vowel sound?

Do you see another word in the title that has the same CVC letter pattern? Yes, the last word, **Meg**, has a CVC letter pattern. Blend the sounds with me to read the word, /M/ /e/ /g/ → **Meg**.

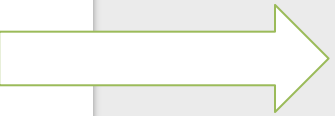
**Set the Purpose**

Today, as you read this new book, be on the lookout for familiar high-frequency words. You will also practice decoding new words by looking closely at the letter-sound patterns and blending all the sounds together to read the words. Remember what we learned about the CVC and VC letter patterns that include short vowel sounds.



**Book Introduction**

A relatively quick conversation drawing students' attention to the letter-sounding spelling patterns of the decodable words in the title. Then, modeling decoding strategies which align with the focus phonics skills.



**Set the Purpose**

Sets expectations for during the read. Reminds students of strategies that readers use for word-solving.



## DURING THE READ

*If students have difficulty reading decodable words or recognizing high-frequency words that they have studied, initially give them time to problem-solve on their own. Then use the following prompts, questions, and explanations to scaffold independent application of word-solving skills.*

### Prompts to Support: Word-Solving (Phonics)

- Look carefully at the word. Look at every letter. Make every sound.
- Blend the letter sounds. Now put the sounds together and smooth it out.

I'm stuck.  
Can you tell me  
this word?

*If the student has difficulty, you may prompt further:*

- Notice the CVC pattern in that word. It tells you that the vowel makes a short vowel sound, /o/. Now try blending the sounds to read the word: hop (page 3).
- Does that word also have a CVC pattern? Blend the sounds to read the word: run (page 6).
- This word says **falls**. Look as I slide my finger under the letters in the word. What letter-sound does it begin with? The next three letters, a-l-l make a rime (or glued sound) which says /all/. The word ends with the suffix **s** to show the action is happening now. Now let's blend the sounds to read the word: /f/ /all/ /s/ → falls (page 8).

### Prompts to Support: Self-Monitoring and Self-Correcting

- Is that a real word? What word does that sound like?
- Does that word sound right and make sense?
- Reread the sentence.

*Once students have self-corrected at a word level, ask them to go back to reread the sentence to hear the word in context and enhance their understanding.*

### Prompts to Support: Word-Solving (Word Recognition)

- Is that a word you know by sight?
- We have been practicing that word. Look at each letter. Have you seen that word before?
- The word is \_\_\_\_\_.

*If students do not recognize an irregularly spelled and previously taught high-frequency word, quickly support their recall or, if necessary, tell them the word so as not to interrupt fluency. Go back to the high-frequency word after the read and practice word-learning strategies.*

## During the Read

Provides examples of *possible* prompts, questions, and explanations based upon anticipated word-solving and/or monitoring challenges readers may face. The prompts align with the skill focus, as well as reinforce previously taught phonics skills.

## Prompts to Support Phonics, Self-Monitoring & Word Recognition

The bulleted prompts under each skill provide medium to high level scaffolding. The first few prompts are more concise reminders to use previously taught strategies. Some students may need additional explanation and modeling to support successful application of word-solving skills.



## AFTER THE READ

*Discuss and revisit the text.*

### Check for Understanding

- What was this story about?

*Invite students to retell or briefly summarize what happened in the story, using the words and illustrations to support meaning-making.*

### Celebrate or Recognize the Use of Specific Word-Solving Strategies

- Find a page where you were able to decode a new word by blending all the sounds together.
- Find some high-frequency words that you were able to read by sight.

## RESPONDING & REINFORCING

*If you notice your students have difficulty while reading this text, model one or two of the following strategies to reinforce these essential reading skills.*

### Self-Monitoring and Self-Correcting

*Select a page on which an error was made and model how to cross-check for accuracy and sense making. See example below.*

Let's turn back to page 10. Some of you read, "Meg got up." Got is a real word, and it makes sense in this sentence, but let's see if it looks right. Let's take a closer look at the word (*write the word gets on a dry erase board or chart paper*). The letters are g-e-t-s.

/g/ /e/ /t/ /s/  
gets

Let's blend the sounds together to read the word, /g/ /e/ /t/ /s/ → gets. Now let's reread the sentence, "Meg gets up." Does that sound right, make sense, and look right in the sentence? Yes!

### Word-Solving: Phonics

*Select a page on which students had difficulty decoding or asked for help reading a word. Then model how to look closely at the tricky word, guiding students how to decode, and blend the sounds together. See examples below:*

Let's revisit page 2. Some of you had trouble reading the last word on that page. Let's take a closer look at that word. What do you notice? Yes, that word has a CVC spelling pattern and ends with the suffix -s. Let's blend all the sounds together to read the word, /p/ /a/ /l/ /s/ → pals.

/p/ /a/ /l/ /s/  
pals

*You may also use a dry erase board or chart paper to write the letters for each sound. Guide students in blending each sound in the word and then read it smoothly so it sounds like the written word.*

Optional Independent/Partner Practice  
[High-Frequency Tic-Tac-Toe](#)  
[My Cat Sam](#)

## After the Read

Prompts students to demonstrate their understanding of the text and to recognize portions of the text where they applied newly learned word-solving strategies.

## Responding & Reinforcing

Suggests possible teaching strategies to reinforce essential phonics, word recognition and vocabulary skills. You decide which one or two strategies need to be reinforced based on your particular students' challenges and/or the focus.

## Self-Monitoring & Self-Correcting

Reinforces accurate, fluent reading and meaning making.

## Word-Solving: Phonics

Reinforces sound-spelling relationships and decoding strategies through additional explanations and modeling.

## Optional Independent/Partner Practice

Appendices and additional decodable texts for students to practice targeted skills, either individually or with a partner, to extend learning and work towards mastery.

**Optional Independent/Partner Practice: Students may read additional decodable text in school or at home**

# My Cat Sam

I have a pet cat. He is Sam.  
Sam can go in and out, and out and in.

He can go out and sit in the sun.  
He can go out to run and run.

He can go in to see me.  
He can rub my leg.

He can sit on my lap.  
He can nap on my bed.



Mom and Dad see me and Sam.  
Mom and Dad see mud on my bed  
and mud on the rug.  
All Mom and Dad see is mud, mud, mud!

“Get a rag for the rug and the bed!” said Mom.  
“Put the cat in the tub!” said Dad.

Rub a-dub-dub, I put Sam in the tub.  
Sam has a lot of fun.  
He will not get out!



## Reading CVC Words

|     |     |     |     |
|-----|-----|-----|-----|
| pat | ox  | sit | sun |
| run | tub | leg | lap |
| nap | get | rag | mud |
| rug | bed | tub | net |
| Sam | dad | dub |     |

## High-Frequency Words

|     |      |      |      |
|-----|------|------|------|
| my  | have | a    | he   |
| is  | can  | and  | out  |
| the | go   | see  | will |
| me  | to   | my   | all  |
| for | has  | said |      |



## Word-Solving: Word Recognition by Sight

If students have trouble quickly recalling a high-frequency word, use the following word-learning routine to build automaticity:

- We will practice learning an important word by heart. The word is \_\_\_\_\_ (e.g., have). Turn to page \_\_\_\_ (e.g., 7), and let's read this important word in a sentence.
- Put your finger under the word \_\_\_\_\_ (e.g., have) and say the letters with me (e.g., h-a-v-e).
- Let's listen to the sounds in the word have /h/ /a/ /v/.
- Now let's notice the letters for each sound as I write the word have.



Model writing the letters as you say each sound aloud and slowly stretch out the word. Point out any unfamiliar or odd spelling pattern. (e.g., Did you notice that this word ends with a silent e, but the vowel still makes the short sound /a/?)

- Now, you will write the word have to help you remember this word by heart. Say each letter aloud as you write it. Students may use a dry erase board, a piece of paper, or write the word in the air.
- I can use the word have in a sentence. "You will have fun at recess today!" Now you give it a try. Turn to your partner and use the word have in a sentence.

## Word-Solving: Vocabulary

If the text includes an academic or content-specific word that is outside your students' language comprehension, go back to the page where the word is used, reread the sentence, and then use context clues (including illustrations), synonyms, and kid-friendly explanations/definitions to build students' word knowledge. See example below:

Let's turn back to page 13 and reread the sentence, "Meg and Peg are pals." Have you heard the word pals before? Do you know what it means? Allow student responses. This is a good way to assess and build on their word knowledge and schema. Another word that means the same as pals is friends. We can substitute the word friends for pals. friends → pals

Sometimes the illustration gives us clues about the meaning of a word. We can see from the illustration that Meg and Peg are hugging each other. This makes me think that the word pals means close friends.

### Read Again



Invite students to reread the text independently or with a partner. If possible, send the text home for students to reread with a family member. Repeated readings of a text are an effective strategy for developing students' fluency skills.

## Word-Solving: Word Recognition

A word-learning routine for irregularly spelled high-frequency words. Students focus on the individual sounds and spellings, with attention to the irregular part.

## Word-Solving: Vocabulary

Extends word learning by defining and explaining academic or content-specific words used in the text, as well as using context clues to word-solve.



# Big Day for Kate





**Grade 1:**  
**Long Vowel Sounds**  
(CVCe, Common Vowel Teams)

What letter-sound correspondences or patterns will students need to know to decode this book?



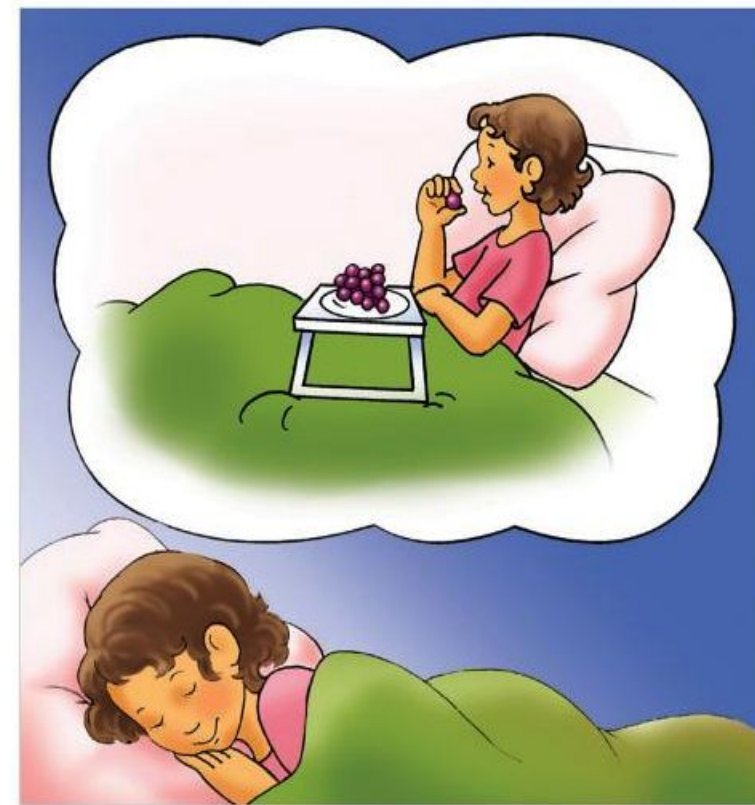
What high-frequency words will students need to know by sight?

What words may be challenging for students to decode or recognize by sight?



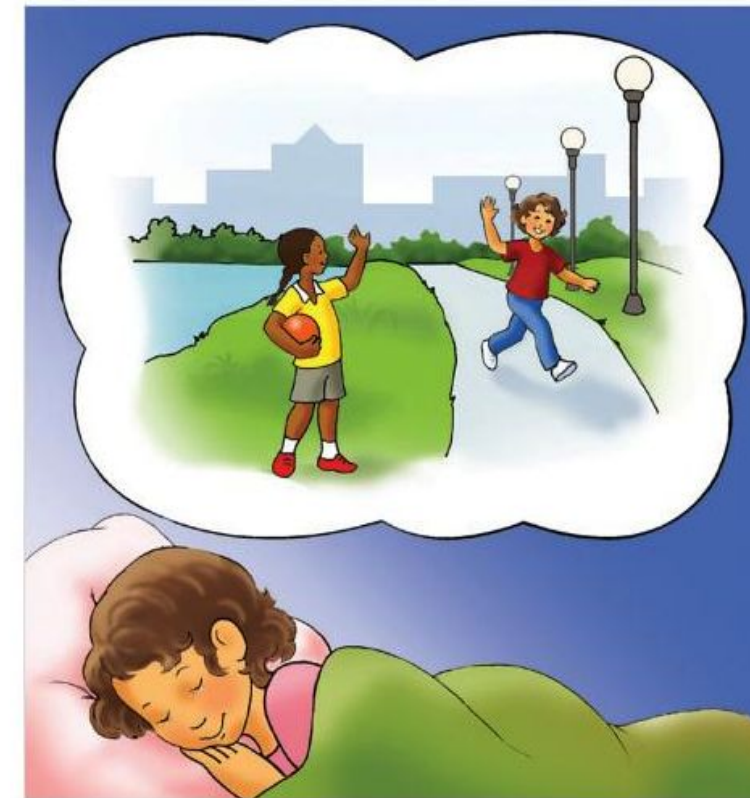
Tomorrow is the date.  
I cannot wait!

3



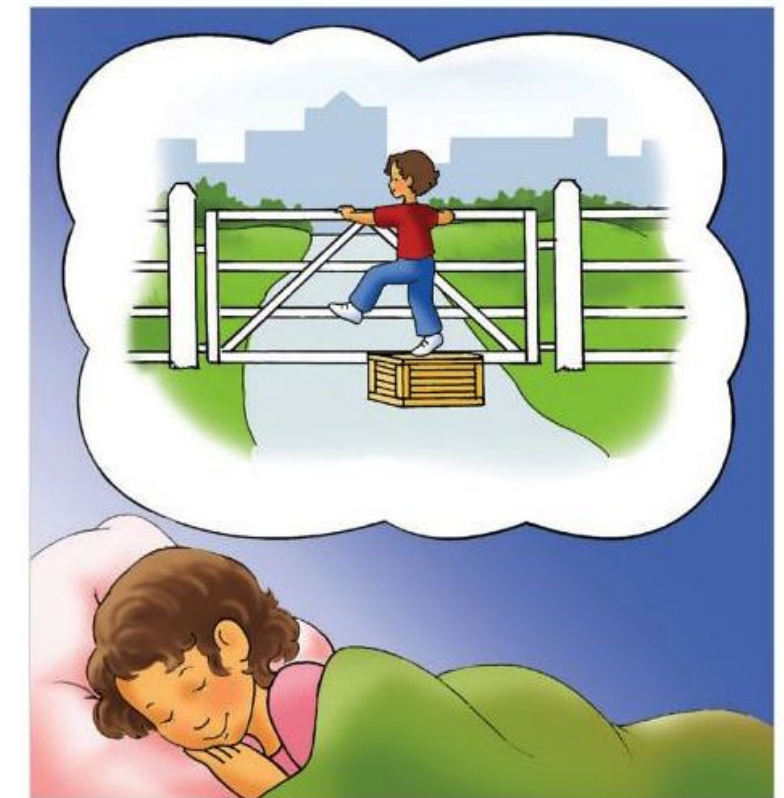
I can stay in bed all  
day. I can have  
grapes on a tray.

4



I can race in the  
lane. I can wave at  
Jane.

5



I can get on a crate.  
I can swing on a gate.

6



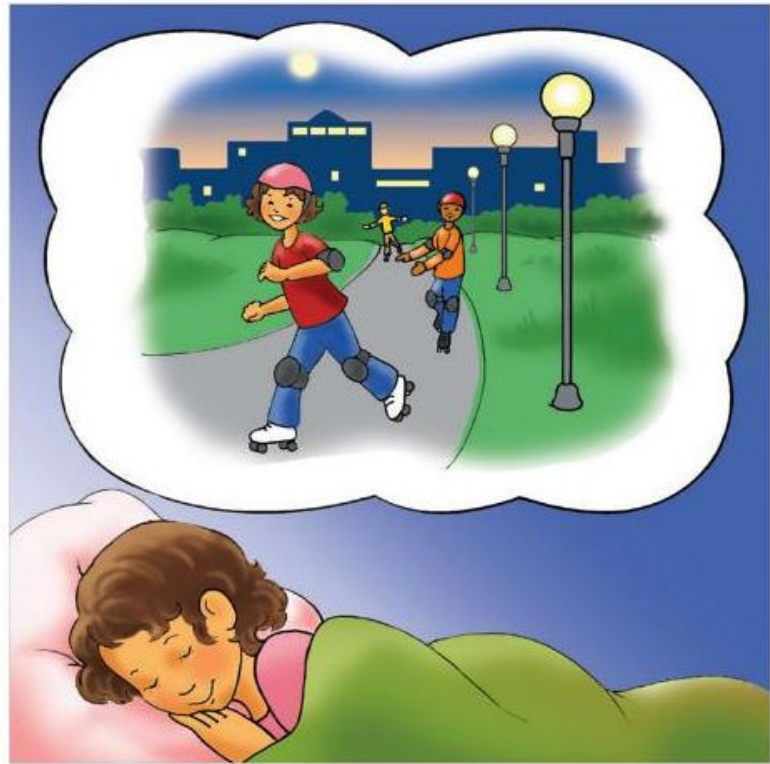
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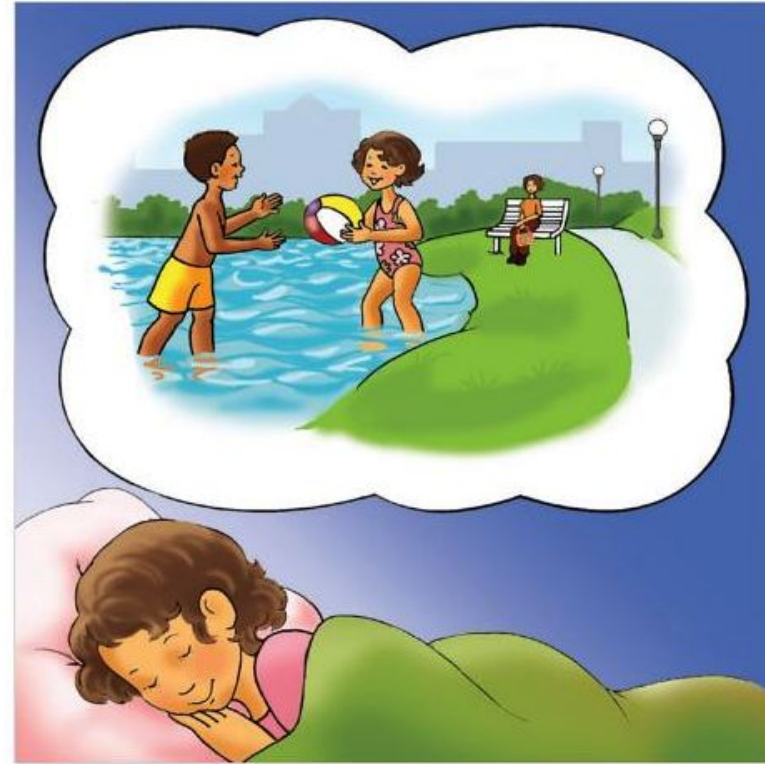
What high-frequency words will students need to know by sight?

What words may be challenging for students to decode or recognize by sight?



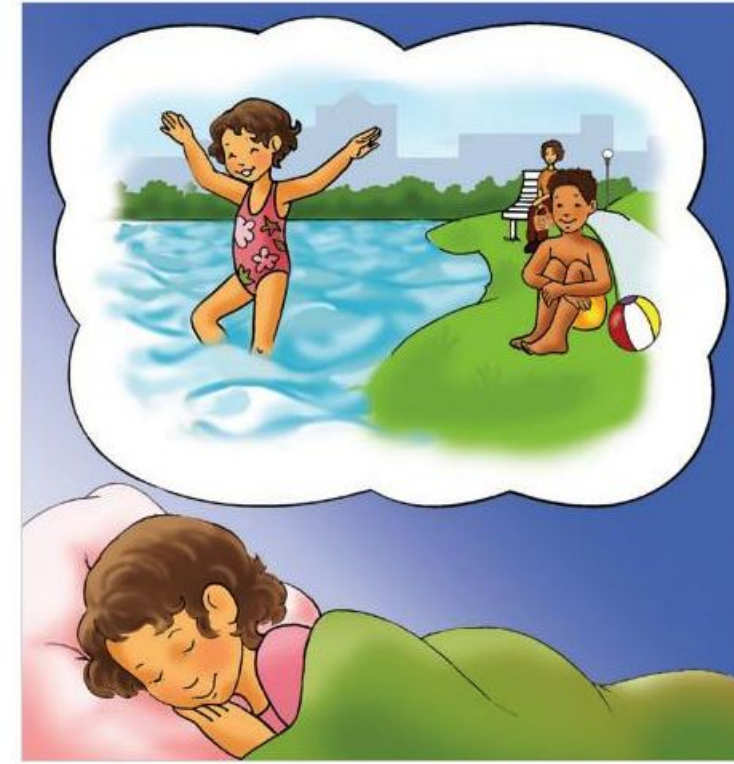
I can lace up my  
skates. I can skate  
when it is late.

7



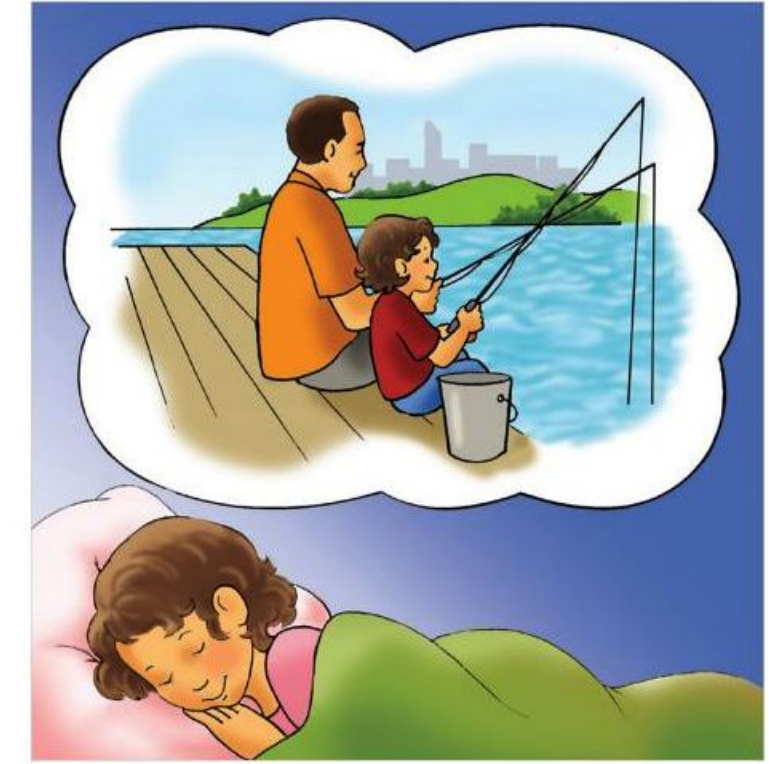
I can wade in the  
lake. I can play  
games with Jake.

8



I can be big and  
brave. I can hop in  
the waves.

9



I can fish with some  
bait. I can just sit  
and wait.

10



## DECODABLE TEXT

## FOCUS PHONICS SKILL



*Big Day for Kate*

### Long Vowel Sounds CVCe, CVCes, CCVCe, and CCVCes

Decode long vowel sounds in regularly spelled one-syllable words with final **-e** conventions, including adding the suffix **-s** (CVCes) for either plurals or to verbs to show present tense.



### Text Characteristics

#### Decodable and High-Frequency Words

| Target Decodable Words         |      |       |                                  | High-Frequency Words |  |   |   |
|--------------------------------|------|-------|----------------------------------|----------------------|--|---|---|
| CVCe & CVCes Spelling Patterns |      |       | CCVCe & CCVCes Spelling Patterns |                      | is<br>the<br>I<br>can<br>in<br>all<br>day<br>and | have<br>on<br>a<br>at<br>up<br>my<br>it<br>when | with<br>be<br>some<br>see<br>or<br>will<br>them |
| Kate                           | wave | lake  | grapes                           | skates               |  |   |   |
| date                           | Jane | games | crate                            | brave                |  |   |   |
| late                           | gate | Jake  | skate                            |                      |  |   |   |
| race                           | lace | waves |                                  |                      |  |   |   |
| lane                           | wade | wake  |                                  |                      |  |   |   |
| Long Vowel Teams ay, ai        |      |       |                                  |                      |  |   |   |
| day                            | tray | pail  | rain                             |                      |  |   |   |
| wait                           | play | sail  | gray                             |                      |  |   |   |
| stay                           | bait | way   |                                  |                      |  |   |   |



### Text Challenges

The text includes many high-frequency words. Some of these words your students may not yet know by sight.

A few words may require more advanced decoding skills, such as decoding multisyllabic words (e.g., **tomorrow**, **cannot**, **today**), or decoding words with the soft **c** sound /s/, such as **race** and **lace**. Readers may need support to move from phonetic approximations to reading the actual words.

Some students may not understand the meaning of the content-specific vocabulary words, such as **crate** or **bait**, or an academic vocabulary word, such as **wade**, which may not be part of their listening or speaking vocabularies. Readers may need support to build understanding and make the sentences comprehensible.

## PRIOR TO THE READ

### Book Introduction

Today we are going to read the text *Big Day for Kate*. Read the title with me and point under each word as we read: *Big Day for Kate*.

Look closely at the words in the title. I notice the second word includes a word that you may know by sight, **day**. The word **day** includes the **ay** vowel team, which makes the long a sound. If I can't recall that word, I can blend the sounds to decode the word, /d/ /ā/ → **day**.

The last word, **Kate**, includes a CVCe (or consonant-vowel-consonant-silent e) letter pattern. This tells me that the **a** will make a long vowel sound and the **e** at the end is silent. Listen as I blend the sounds to read the word, /K/ /ā/ /t/ → **Kate**. Did you hear the long a vowel sound?

In this story, Kate will be dreaming about her big day coming up tomorrow. Let's look at page 3. The story begins with the word **tomorrow**. Put your finger under this longer word and let's read the parts of the word together /to/ /mor/ /ow/. This word begins with a familiar high-frequency word **to**, which helps you get started to read the word.

Turn to pages 4 and 5. Notice how the illustrator has created bubbles to show what Kate is dreaming about.



## Set the Purpose

Today, as you read this new book, be on the lookout for familiar high-frequency words. You will also practice decoding new words by looking closely at each part of the word, noticing letter-sound patterns, and blending all the sounds together to read the words. This text includes many words with long vowel sounds. Remember what we learned about letter patterns that make long vowel sounds, such as vowel teams **ay** or **ai**, and letter patterns with silent **e**. Some of the words in this text with the silent **e** letter patterns may also end with the suffix **-s**, to make the word plural or show the action is happening now.

## DURING THE READ

If students have difficulty reading decodable words or recognizing high-frequency words that they have studied, initially give them time to problem-solve on their own. Then use the following prompts, questions, and explanations to scaffold independent application of word-solving skills.

### Prompts to Support: Word-Solving (Phonics)

- Look carefully at the word. Look at every letter. Make every sound.
- Blend the letter sounds. Now put the sounds together and smooth it out.

If the student has difficulty, you may prompt further:

- Do you see a long vowel team in that word? Now try blending all the sounds to read the word: **wait** (page 3).
- Notice this word begins with a consonant blend, s-w, and ends with a familiar rime (or glued sound), -ing. Try blending the parts to read the word: **swing** (page 6).
- Notice the CCVCe pattern in that word. The word starts with the consonant blend b-r, /b/ /r/, and the letter pattern a-v-e tells you that the vowel **a** makes a long vowel sound and says its name. Now try blending the sounds to read the word: **brave** (page 9).

I'm stuck.  
Can you tell me  
this word?

### Prompts to Support: Self-Monitoring and Self-Correcting

- Is that a real word? What word does that sound like?
- Does that word sound right and make sense?
- Reread the sentence.

Once students have self-corrected at a word level, ask them to go back to reread the sentence to hear the word in context and enhance their understanding.

### Prompts to Support: Word-Solving (Word Recognition)

- Is that a word you know by sight?
- We have been practicing that word. Look at each letter. Have you seen that word before?
- The word is \_\_\_\_\_.

If students do not recognize an irregularly spelled and previously taught high-frequency word, quickly support their recall or, if necessary, tell them the word so as not to interrupt fluency. Go back to the high-frequency word after the read and practice word-learning strategies.



## AFTER THE READ

Discuss and revisit the text.

### Check for Understanding

- What was this story about?

Invite students to retell or briefly summarize what happened in the story, using the words and illustrations to support meaning-making.

### Celebrate or Recognize the Use of Specific Word-Solving Strategies

- Find a page where you were able to decode a new word by blending all the sounds together.
- Find some high-frequency words that you were able to read by sight.

## RESPONDING & REINFORCING

If you notice your students have difficulty while reading this text, model one or two of the following strategies to reinforce these essential reading skills.

### Self-Monitoring and Self-Correcting

Select a page on which an error was made and model how to cross-check for accuracy and sense making. See example below.

Let's turn back to page 6. Many of you read, "I can get on a box." **Box** makes sense and matches the illustration, but let's take a closer look at the letters in the word (*write the word **crate** on a dry erase board or chart paper*). I can see this word begins with the letters c-r and has a CCVCe pattern, so that tells me the **a** makes a long vowel sound.

/c/ /r/ /ā/ /t/  
crate

Now let's blend the sounds together to read the word, /c/ /r/ /ā/ /t/ → **crate**. A **crate** is a type of box made of wooden slats. Let's reread the sentence, "I can get on a crate." Now that makes sense, sounds right, and looks right, too!

### Word-Solving: Phonics

Select a page on which students had difficulty decoding and/or asked for help reading a word. Then model how to look closely at the tricky word, guiding students how to decode, and blend the sounds together. See examples below:

Let's revisit page 10. Some of you had trouble reading the word that begins with the letter **b**. Put your finger on that word and let's take a closer look. What do you notice? Yes, it includes the vowel team, **ai**, which tells us that the vowel sound will be long. Let's blend all the sounds together to read the word, /b/ /ā/ /t/ → **bait**. **Bait** is food that you hook onto a fishing line to help catch fish.

/b/ /ā/ /t/  
bait

Turn to page 14. Some of you had trouble reading the first word in the second sentence. It is a longer word, but you can find parts that you know. This word is a compound word that is made up of two high-frequency words that you know, **to** and **day**. We can blend the parts to read the word, /tə/ /day/ → **today**.

/tə/ /day/  
today

may also use a dry erase board or chart paper to write the letters each sound. Guide students in blending each sound in the word then read it smoothly so it sounds like the written word.

Optional Independent/Partner Practice  
[ai and ay Bingo card 1](#)  
[ai and ay Bingo card 2](#)  
[ai and ay Bingo Call List Word Cards](#)

### Solving: Word Recognition by Sight

Students have trouble quickly recalling a high-frequency word, use the following word-learning routine to promote automaticity:

Students will practice learning an important word by heart. The word is \_\_\_\_\_ (e.g., **have**). Turn to page \_\_\_\_ (e.g., \_\_\_\_ ) and let's read this important word in a sentence.

Put your finger under the word \_\_\_\_\_ (e.g., **have**) and say the letters with me (e.g., h-a-v-e).

h - a - v - e

Let's listen to the sounds in the word **have**, /h/ /ā/ /v/.

Now let's notice the letters for each sound as I write the word **have**.

Model writing the letters as you say each sound aloud and slowly stretch out the word. Point out any unfamiliar or odd spelling pattern. (e.g., Did you notice that this word has a CVCe pattern but doesn't follow the rule that the **a** is a long vowel sound and says its name? The **e** is silent, but the vowel **a** makes the short /l sound.)

Now, you will write the word **have** to help you remember this word by heart. Say each letter aloud as you write. Students may use a dry erase board, a piece of paper, or write the word in the air.

Students can use the word **have** in a sentence. "I **have** so many friends at school." Now you give it a try. Turn to your partner and use the word **have** in a sentence.

### Solving: Vocabulary

When students include an academic or content-specific word that is outside your students' language or comprehension, go back to the page where the word is used, reread the sentence, and then use context clues (e.g., illustrations), synonyms, and kid-friendly explanations/definitions to build students' word knowledge. See example below:

Turn back to page 8 and reread the sentence, "I can wade in the lake." Have you heard the word **wade**? Do you know what it means? Allow student responses. This is a good way to assess and build on word knowledge and schema. Another word that means the same as wade is **walk**. We can substitute the word **walk** for **wade**. **walk** → **wade**

Sometimes the illustration gives us clues about the meaning of a word, we can see from this illustration that the woman is walked, or stepped into the not too deep water. She's standing and playing, not swimming. This makes it more likely that the word **wade** means to walk in shallow water.

## Read Again



Invite students to reread the text independently and/or with a partner. If possible, send the text home for students to reread with a family member. Repeated readings of a text are an effective strategy for developing students' fluency skills.

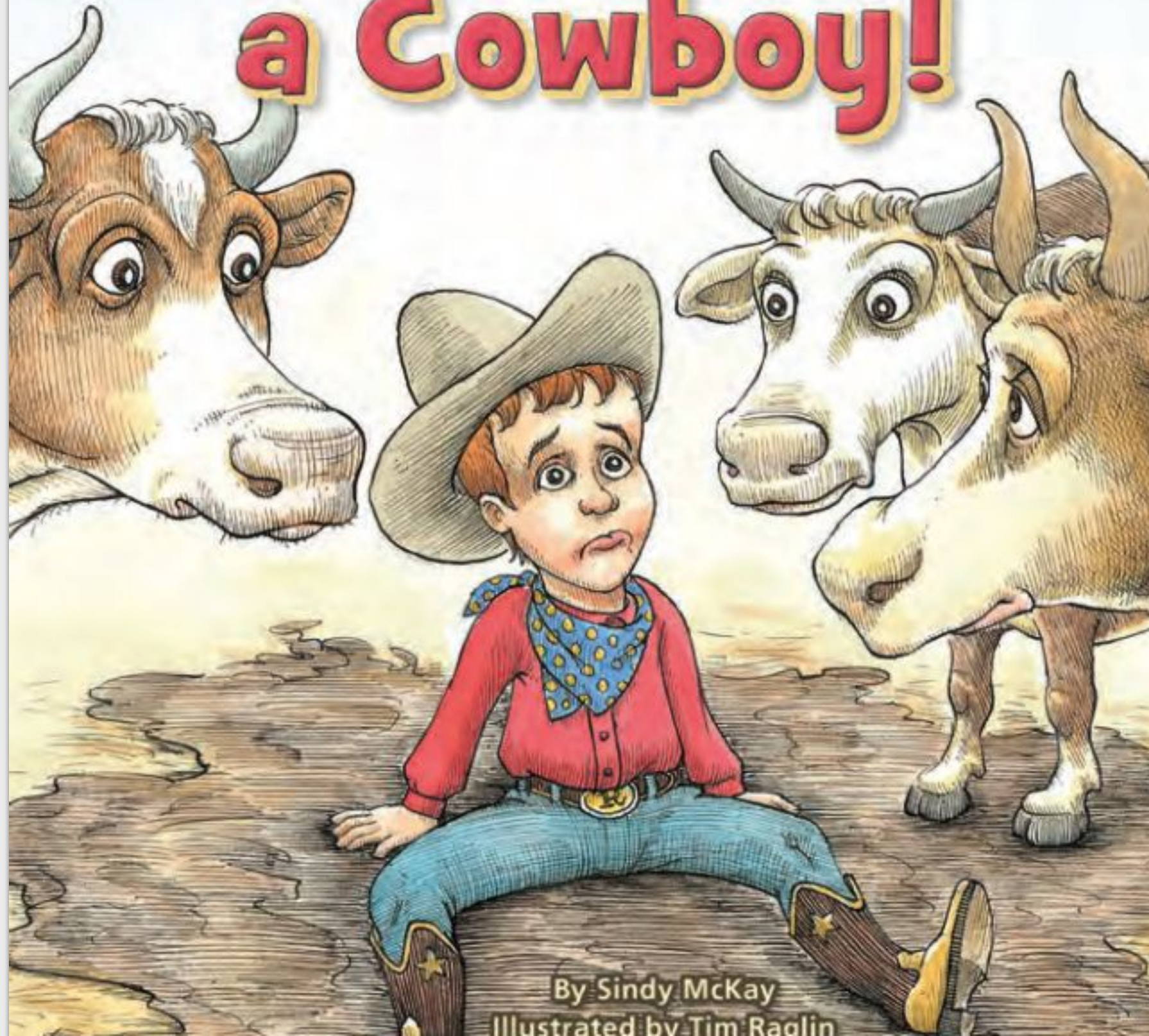


We Read  
PHONICS

LEVEL

7

# I Want to Be a Cowboy!



By Cindy McKay  
Illustrated by Tim Raglin



## Grade 2: Mixed Practice

What letter-sound correspondences or patterns will students need to know to decode this book?

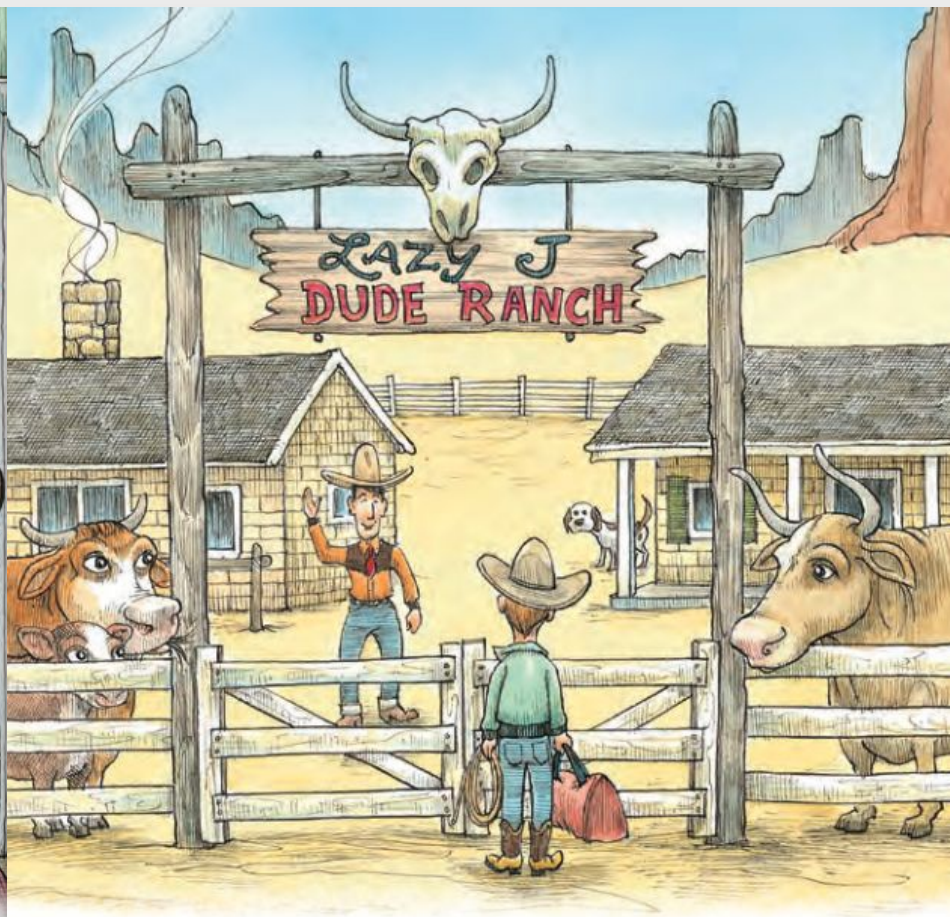


What high-frequency words will students need to know by sight?

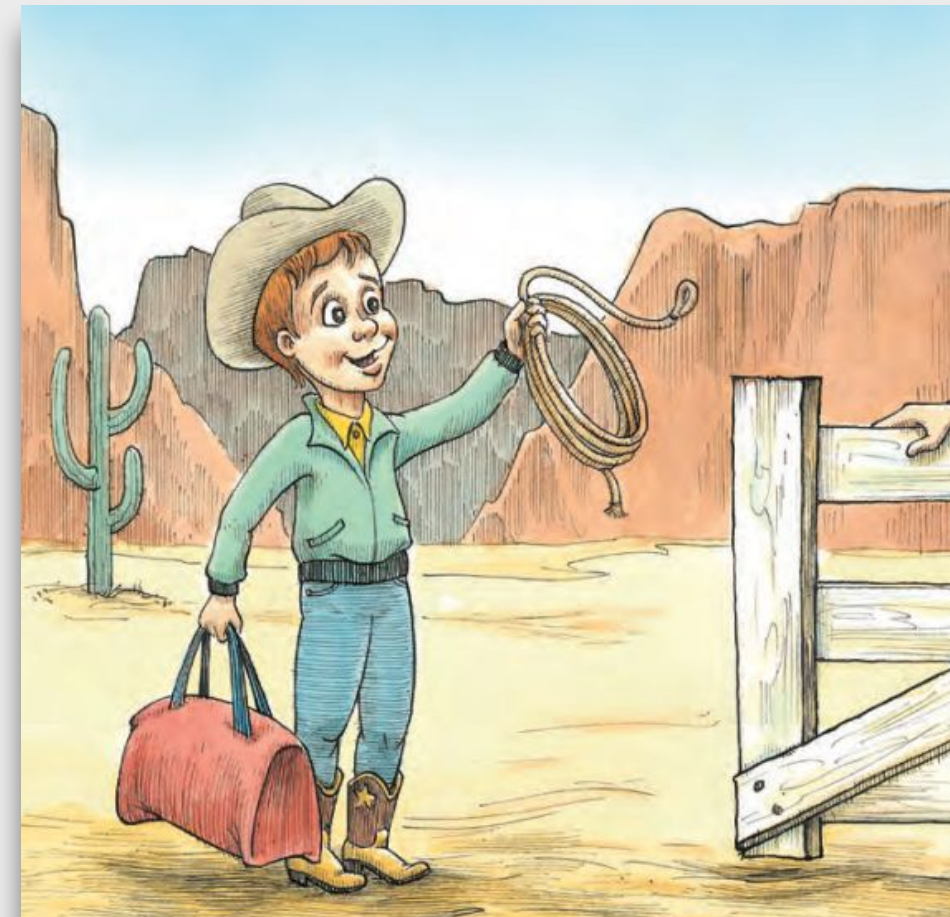
What words may be challenging for students to decode or recognize by sight?



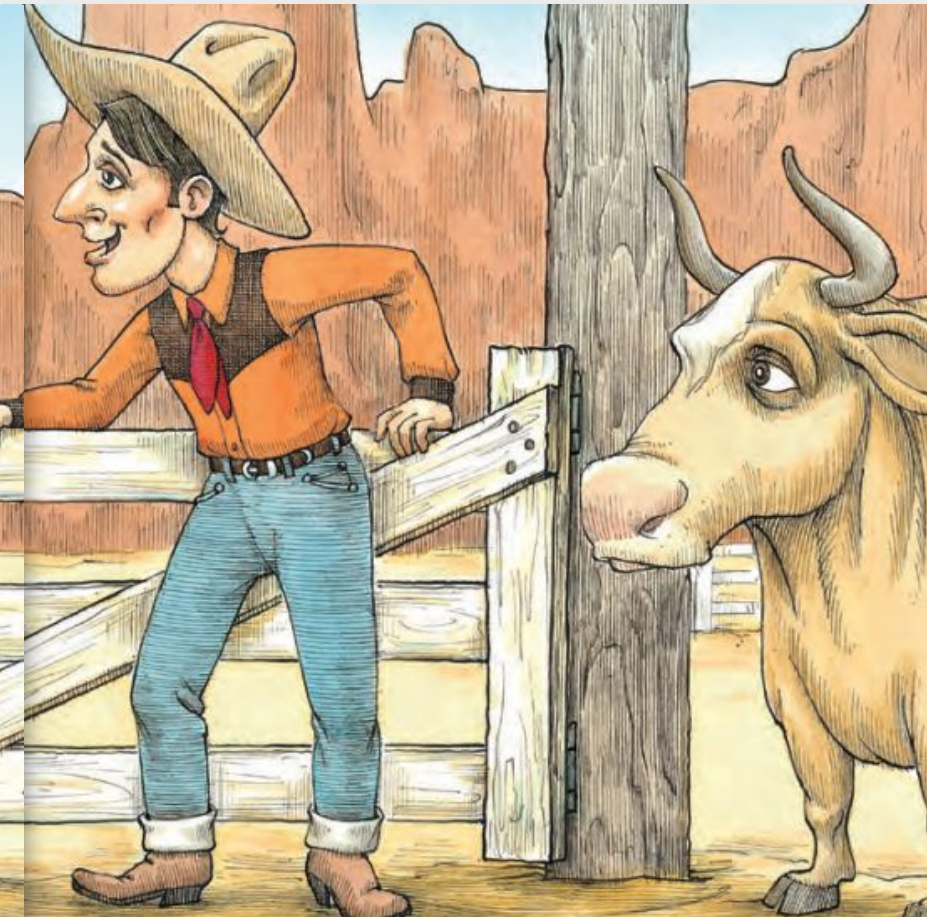
Roy Brown wanted to be a cowboy. He had books about cowboys. He had a cowboy hat and boots. But Roy had never seen a real cow.



So Roy went to a dude ranch. Here he could ride a pony and sleep outside. He could see a real cow!



Roy showed up at noon. A man named Hawk met him at the gate. Roy said to Hawk, "I want to be a cowboy!"



Hawk spoke with a Texas drawl. "It takes more than a hat and boots to be a cowboy."



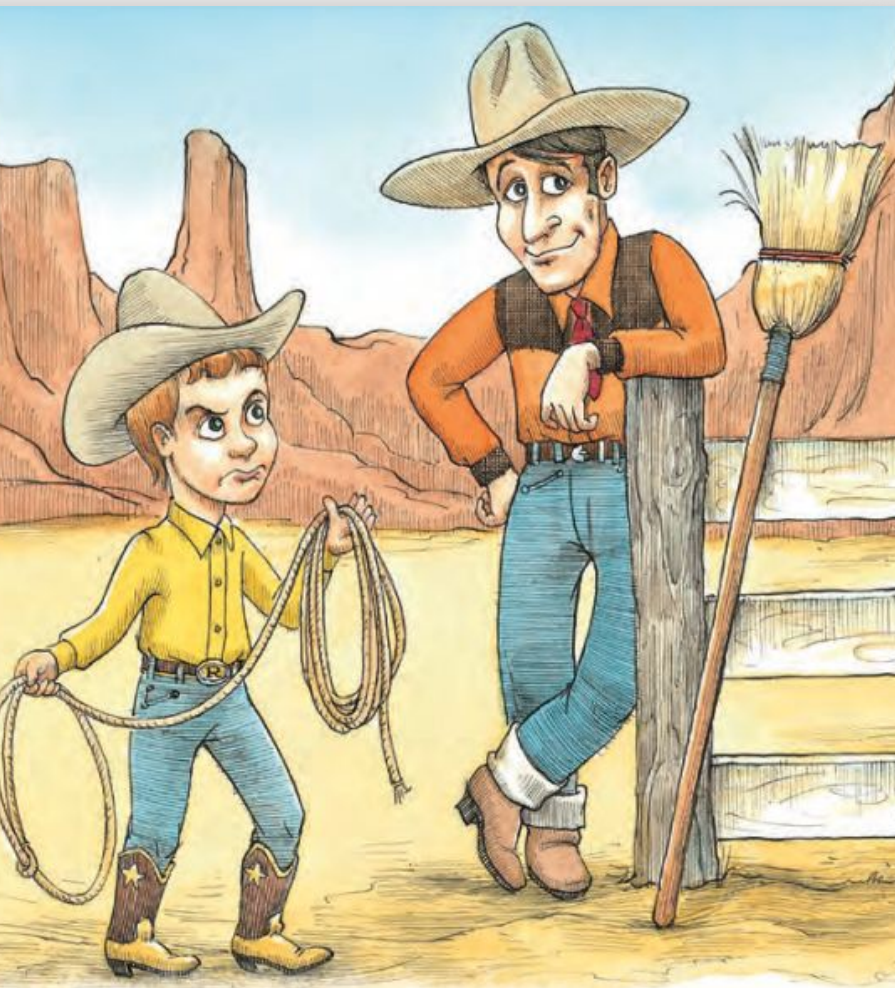
## Grade 2: Mixed Practice

What letter-sound correspondences or patterns will students need to know to decode this book?



What high-frequency words will students need to know by sight?

What words may be challenging for students to decode or recognize by sight?

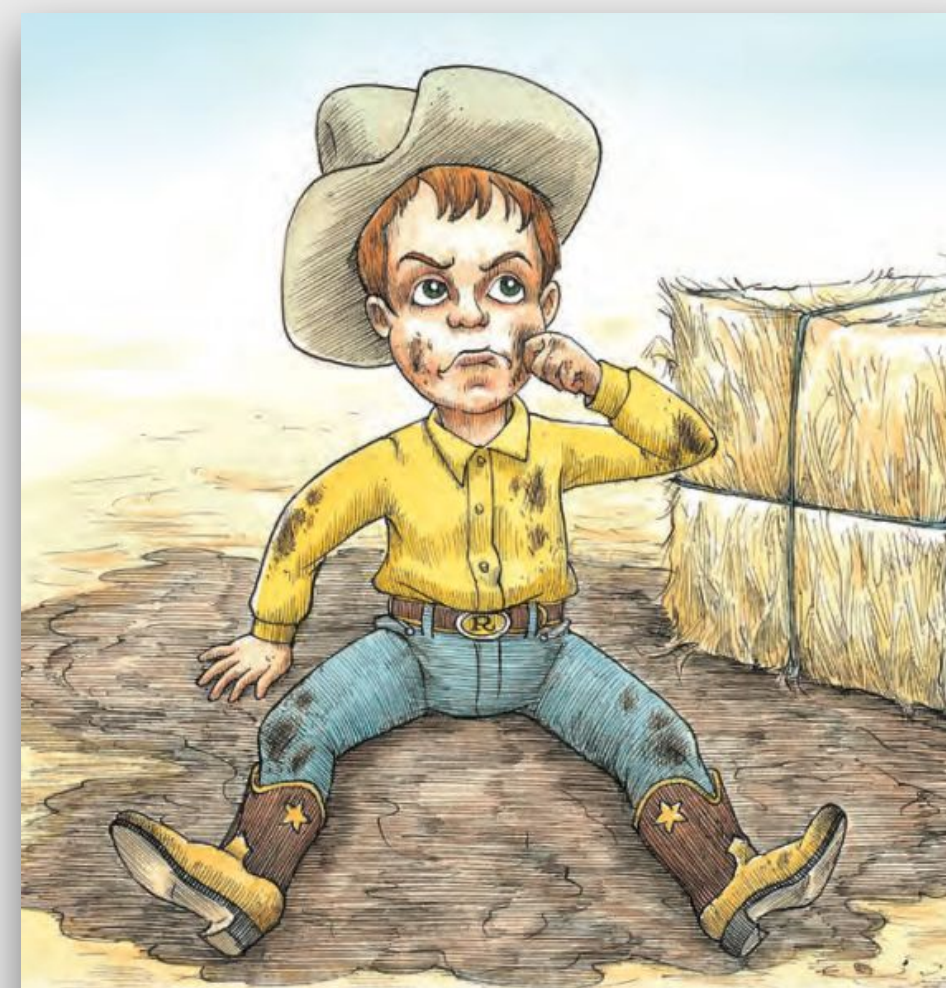


Roy scowled. "I will make a good cowboy. Look!" Roy found a broom and said, "Pretend this is a cow. I will rope it."



The rope did not go around the broom. Then Roy saw a bale of straw. "Pretend it is a pony," he said. "I will mount it."

9



Roy ran to jump on the pony. He missed. Hawk asked Roy, "Can you milk a cow?" "Yes," said Roy.

10



Roy sat on a stool and did his best. It did not go well.



“

**At one magical instant in your early childhood, the page of a book—that string of confused, alien ciphers—shivered into meaning. Words spoke to you, gave up their secrets; at that moment, whole universes opened. You became, irrevocably, a reader.**

*Alberto Manguel*







**Closing Thoughts + Key**

**Takeaways**

# Key Takeaways From Today's Session

Actionable tips for your classrooms

1

Language comprehension and word recognition are interconnected and interdependent processes and essential components of becoming a skilled reader.

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2

Decodable texts should follow a scope & sequence that moves from simple to complex and aligns to your phonics instruction so students can apply the skills learned to the texts they read.

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3

Decodable texts are only decodable if the reader has learned the spelling-sound patterns needed to decode most of the words in the text.

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4

Small group instruction with decodable texts provides differentiated reinforcement and scaffolds for all students to become accurate, fluent, independent readers.

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5

Small-group instruction with decodable texts emphasizes targeted phonics skills and decoding strategies, and extends to language comprehension skills (e.g. vocabulary, background knowledge, language structures, verbal reasoning and literacy knowledge).



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# Let's connect!

*Interested in learning more about our Decodable Texts and Teaching Plans? Have questions or thoughts?  
Areas we can support you? We'd love to meet with you!*

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**Thank you for joining us!**